

Psychological and Pedagogical Conditions for the Formation of Pragmatic Competence on the Basis of Corpus Technologies

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Abstract: Pedagogical research begins with the formulation and definition of pedagogical circumstances. We shall try to build the pedagogical conditions for the formation of pragmatic competence using corpus technologies in the context of this article. On the basis of corpus technologies, psychological and pedagogical conditions are proposed for the formation of pragmatic competence.

Keywords: pragmatic, competence, corpora, motivation, person, technology, communicative, language

Introduction

In the context of activity theory, a person is not regarded a closed system. The right and efficient functioning of this system requires close mutually directed action on the part of a person and the environment. Only the external environment, which is the primary determinant in their production, limits human demands. Human demands grow in tandem with the rise in exterior world items. From biological to spiritual, all types and levels of demands are covered. Because human activity is uncontrollable, it is impossible to completely satisfy all demands, as new ones emerge all the time.

There are several types of motivation classifications. Intrinsic motivation is the initial sort of motivation. It is based on a person's intrinsic needs and desires, regardless of external circumstances. Since the 1970s, researchers have been researching intrinsic motivation. Students' intrinsic motivation was also studied through sociological and psychological research.

External motivation comes from somewhere other than one's own personality. External motivation can take the form of both approbation and encouragement, as well as threats and intimidation. Extrinsic motivation can be classified as either positive or negative in this sense. Positive motivation prepares a person for a specific action by providing a reward. Negative motivation promises a person some type of "punishment" if they do not exhibit the desired attitude or behavior. Furthermore, rivalry might be linked to external motivation. Extrinsic motivation abuse, according to some research, can lead to a drop in intrinsic motivation, so it's crucial to look for ways to boost intrinsic drive in the first place.

You can also distinguish between good and negative motivators when it comes to motivation. The positive type is distinguished by a positive attitude toward the work being carried out and its collaborators. Two aspects contribute to positive motivation in the educational process. The teacher's attitude toward the implementation of educational activities should be positive: a friendly attitude toward all participants in the process, support, approving comments, and so on. In this situation, awareness of the ongoing action, its significance for themselves, faith in their own strength, and a desire for positive outcomes are necessary on the part of the students. The use of painful and negative components to organize educational activities is known as negative motivation. Simultaneously, systems of punishment for failure to execute a specific sort of

activity are in use. Furthermore, negative motivation is defined as variables that reduce motivation, such as inconsistency of the material with the level and demands of pupils.

MAIN PART

First and foremost, we will focus on the *psychological and pedagogical condition of student motivation to develop pragmatic competence using corpus technologies*. There are two forms of motivation, depending on how stable they are. Sustained motivation is tightly linked to both intrinsic and positive motivation. There are external and negative motives, and unstable motivation need regular replenishment. As a result, we may conclude that strengthening internal positive motivation is important in order to produce a stronger long-term incentive. There are various methods for enhancing students' internal motivation.

The first is the application of educational communication. The instructor should be able to engage students in a healthy discourse based on mutual respect and trust. All of this contributes to a conducive learning environment. Furthermore, it is critical to build contact and interaction among students as a whole. This method is critical for increasing students' internal drive and assisting them in overcoming psychological barriers.

Second, it is typical to vary the types of activities used during the session, as well as from lesson to lesson, to keep pupils motivated. This approach to teaching foreign languages allows you to accomplish two tasks at once: creating a positive learning environment and developing and practicing diverse skills and types of speech activity.

Finally, the teacher should use a variety of educational approaches. There are three different kinds of these installations. The first is behavioral, which assesses a student's ability to behave and make choices. Emotional and evaluative pedagogical attitudes are the second type. First and foremost, we are discussing a warm atmosphere and sympathy. The third category is informational, which consists of worldview construction and reflection. It's also worth mentioning that several sorts of instructional contexts might exist in the same classroom.

Another way for increasing student internal motivation is to choose the content of training and the tools that go with it (methods and teaching aids). This is because it is critical to use a personal-activity approach while teaching foreign languages. This allows you to create training content that takes into account all of the pupils' unique qualities. Designing a success situation is the next internal motivation strategy. This technique entails the teacher encouraging students' accomplishment, which allows them to experience pleasant emotions, which in turn develops positive internal motivation for the subject of training as well as self-confidence. Furthermore, it fosters student independence, which is critical in the context of autonomous search.

The use of ICT is a motivating factor in and of itself. First and foremost, computer technologies enable us to reduce the amount of material displayed while also making it more accessible and visually appealing. Furthermore, for pupils interested in ICT, using a computer is a motivator for action. It is difficult to envision foreign language classes nowadays without the use of ICT technologies.

Based on the foregoing in the subject of motivation, it is worth emphasizing that the teaching approach has a direct impact on the educational process' motivational component. This suggests that one of the most important psychological factors for implementing the technique given in this dissertation will be motivation.

The production of foreign language communicative competence among students not below level B1 is the second psychological and pedagogical criterion for the formation of pragmatic competence based on corpus technologies.

There are three levels of foreign language proficiency, each divided into two sublevels, according to the Common European Framework of Reference for Languages (CEFR) (Common European Framework of Reference, 2001).

The basic user level is the first level of foreign language proficiency. The beginning (A1) sublevel is included in the basic level. Sublevel A1 is the entry level for learning the language. Students should be able to understand and pronounce the most basic everyday words in a foreign language at this point. The student can introduce himself, greet the speaker, and bid him farewell. He should also be able to tell you about himself, such as his hobbies and where he lives. Speech is frequently spoken slowly.

The perception of more complicated words and structures at sublevel A2 is higher than at sublevel A1. It could be about the family, its members, occupations, stores and purchases, and so on. The student can respond to a variety of simple inquiries and can also express aspects of his background, immediate environment, and fundamental requirements in simple terms.

According to the CEFR categorization, the second level begins with sublevel B1. This sublevel presupposes that the student can have simple conversations with other people about everyday themes at work and in the classroom. Able to maintain a proper conversation with native speakers from other countries. The student should be able to perform brief monologues on topics that interest them. The learner may both recount past events and speculate on the future. He can also describe cause and effect relationships in the most basic terms.

Sub-level B2 is the middle level's following sub-level. At this point, the learner should be able to comprehend more complicated texts covering a larger range of themes, including professional discourses. Capable of creating more complicated monologues and doing a thorough investigation of the topic. Despite the speakers' various speaking tempos and the spontaneity of the circumstance, dialogic utterance is also more precise and generated without any effort.

The student gains more professional competence in the last level of foreign language proficiency. Its first sublevel C1 presupposes that the speaker can speak a foreign language without prior preparation and on practically any subject with little effort. Can comprehend longer texts on a variety of themes. A foreign language is utilized for professional and academic purposes in addition to everyday communication. The monologic utterance is well-structured and has all of the necessary cohesion and coherence ingredients.

Sublevel C2 is the final sublevel of foreign language proficiency. This sublevel assumes that the student understands the oral and written text almost as if it were in their native language. Furthermore, the pupil is capable of combining info from numerous sources and incorporating it into his speech. The learner can communicate in a foreign language clearly and fluently.

The construction of students' ICT competence should be the third psychological and pedagogical condition for the formation of pragmatic competence based on corpus technologies. Students' capacity to use information technology is an unquestionable requirement for successful usage of corpus technologies. There is a concept of digital competence in other countries, which is similar to ICT competency. Digital Competence, along with other concepts from the seven core skills, was proposed in 2006 as part of a European Parliament recommendation (European Parliament and the Council, 2006).

The construction of ICT competence in a teacher is the next psychological and pedagogical condition for the formation of pragmatic competence based on corpus technologies.

Different scientists examine a teacher's ICT competency in foreign methodological literature. One of the first to present the clearest model was R. Hampel (2005). The scientist established six levels of ICT competency among teachers. These levels are arranged in a logical order. The establishment of computer literacy begins at the elementary level. The ability to use linguodidactic software is developed at the following level. At the third level, it's critical to hone your capacity to deal with the challenges and constraints that come with teaching a foreign language in an ICT environment. Mastery of social networks is required at the fourth level for more successful adaption to ICT settings. The active use of ICT communication tools is required at the penultimate level. There is a thorough formation of ICT expertise at the highest level.

The fifth psychological and pedagogical condition for the formation of pragmatic competence based on corpus technologies is that *students follow the designated algorithm for the formation of pragmatic competence based on corpus technologies*.

It is typical to apply strict adherence to the stages of learning in the methodology of teaching a foreign language. Because language is a system, it must be studied in a systematic manner. The algorithm is defined as a set of stages and/or steps that must be followed. In training, algorithmization makes it easier to attain the desired results.

The benefits and drawbacks of algorithmic learning should be discussed. The key benefit is that participants in the educational process have a clear understanding of what they should accomplish and can manage the educational process. This is an excellent way for pupils to improve their learning autonomy. However, when viewed from the other perspective, this occurrence might be seen as a disadvantage. It is impossible to demonstrate a creative approach to tackling educational problems when following a clear algorithm.

Conclusion

Thus, based on our review of the scientific literature, we conclude that the allocation of five psychological and pedagogical conditions in the context of the formation of students' pragmatic competence using corpus technologies is required, taking into account the proposed teaching methodology's implementation. The following five psychological and educational conditions should be considered:

1. Students' motivation to develop pragmatic proficiency using corpus technology.
2. Students' growth of communicative skill in a foreign language does not fall below level B1.
3. The development of students' ICT skills.
4. Development of the teacher's ICT skills.
5. Students use corpus technologies to follow the prescribed method for developing pragmatic competence.

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